

**IMPROVING STUDENTS' WRITING SKILL IN RECOUNT  
TEXT BY USING TRANSITION ACTION DETAILS  
STRATEGY OF THE EIGHTH GRADE  
STUDENTS OF SMP ISLAM  
EL SYIHAB ACADEMIC  
YEAR 2020/2021**



**(A THESIS)**

**Submitted as a Partial Fulfillment of the Requirements for  
Undergraduate S-1 degree**

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## ABSTRACT

This research is about improving students writing skills recount text by using the transition-action-details strategy of the eighth-grade students of SMP Islam el Syihab in the academic year of 2020/2021. It was focused on students writing and use transition-action-details strategy in recount text. The objective of this research is to find out whether there is any improvement of students' writing ability after being taught by transition-action-details strategy.

In this research, the researcher used classroom action research as a research design that was held in two cycles. The subject of the research was the students of VIII C which consists of 37 students of the eighth grade of SMP Islam el Syihab in the first semester. In this research, the instruments are writing tests and observation sheets. The improvement of students' writing is analyzed by comparing scores from each cycle and the percentage of high scores. The action implemented in this research was applying the transition-action-details strategy in a writing activity to improve students' reading comprehension. The steps are Transition-Action-Details.

The result shows that the implementation of the transition-action-details strategy in this study is successful to improve the students writing ability. It can be seen from the result of each post-test which is improved. In the first cycle, the students who passed the test only reached 43.3% of the total of students. It means that the second cycle must be conducted to get the target by considering the weaknesses in the first cycle. After the second cycle was done, the students' scores increased from 13 students or 43.3% to 25 students or 83.3%. It means the teaching product for this research has been fulfilled. Then the researcher decided that no more cycle is needed. An indicator of success was 80% of students achieved a score >75 on the reading test, which means teaching transition-action-details strategy improved students' writing ability in recount text.

**Keyword:** Writing Ability, Transition-Action-Details Strategy, Classroom Action Research

## DECLARATION

Hereby, I State This Thesis Entitled “IMPROVING STUDENTS’ WRITING SKILL RECOUNT TEXT BY USING TRANSITION-ACTION-DETAILS STRATEGY OF THE EIGHT GRADE STUDENTS OF SMP ISLAM IN THE ACADEMIC YEAR 2020/2021” is completely my own work, I am fully aware that I have quoted some statement and theories from various sources and they are properly acknowledged in the text.



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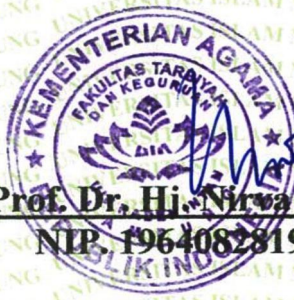
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## MOTTO

وَمِنْ ءَايَاتِهِ ۚ خَلَقَ السَّمَوَاتِ وَالْأَرْضَ وَاخْتَلَفَ ٱلسِّنَتِكُمْ وَأَلْوَانُكُمْ ۚ إِنَّ فِي  
ذَٰلِكَ لَآيَةً لِّلْعٰلَمِينَ ﴿٢٢﴾

*22. And among his wonder is the creation of the heavens and the earth, and the diversity of your tongues and colors: for in this, behold, there are message indeed for all who are possessed of innate knowledge! (Ar-Rum: 22)<sup>1</sup>*



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<sup>1</sup> *Al-Qur'an 3 Bahasa: Arab, Indonesia, Inggris*, (Depok: Al-Huda Kelompok Gema Insani) Ar-Rum: 22, p.790.

## DEDICATION

From the bottom of my heart, I would like to dedicate this thesis to:

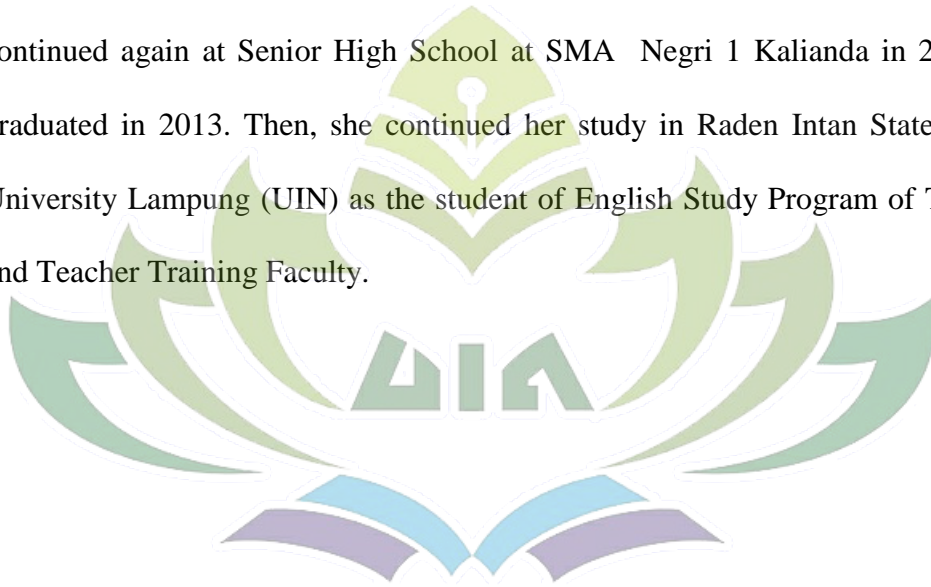
- ❖ My beloved parents: Sunaini and Sakiyun who always pray for my success and give me motivation to study hard until now. I love them so much.
- ❖ My beloved brothers and sisters who always gives me spirit and suggestion for my success.
- ❖ My beloved friends who always support me to finish this thesis.
- ❖ My beloved Almamater Raden Intan State Islamic University, Lampung.



## **CURRICULUM VITAE**

The writer's name is Vivi Ronica. She was born in Pasuruan on March 17<sup>th</sup>, 1995. She is the five child out of five children of Mr. Takrip and Mrs. Kartilah. She has three brothers, and one sister.

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Finally, none or nothing is perfect and neither is this thesis. Any correction comments and criticism for the betterment of this thesis are always open heartedly welcome.



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## CHAPTER I INTRODUCTION

### A. Background of the Problem

Writing is one of the four language skills that play a very important role in second language learning. Writing is important because the learners can express their ideas, feeling, and experiences in a certain place, and the situation in written form. Therefore, writing skill needs to be taught to the student. Patel states that writing is an essential feature of learning a language because it provides a very good means of fixing the vocabulary, spelling, and sentence pattern.<sup>1</sup>

Sutanto states writing is a process of expressing ideas our thoughts in words that should be done at our leisure. It can be very enjoyable as long as we have the ideas and the means to achieve them.<sup>2</sup> It means writing is a complex skill because the writer needs skills on how to write words correctly, how to put and arrange those words into sentences that are supposed to be meaningful according to grammatical rules.

In Islam, writing is the skill taught by Jibril taught to the prophet Muhammad SAW when he got the first relevant from Allah SWT. Allah states in the Holy Quran surah about writing in surah Al-Qolam/68:1;

ن وَالْقَلَمِ وَمَا يَسْطُرُونَ ﴿١﴾

"Nun. By the pen and by the (record) which (men) write." (Qs. Al-qolam: 1).<sup>3</sup>

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<sup>1</sup> Dr. M.F. Patel and Praveen M. Jain, *English Language Teaching*, ( Jaipur: Sunrise Publishers & Distributors, 2008),p.125.

<sup>2</sup> Leo Sutanto, *Essay Writing*, (Yogyakarta: CV. Andi Offset, 2007),p.1.

<sup>3</sup> *Al-Qur'an 3 Bahasa: Arab, Indonesia, Inggris*, (Depok: Al-Huda Kelompok Gema Insani) Al-Qolam: 1, p.1138.



This verse told about how to learning with writing. According to Kashf al-Zhunun that Allah has granted the privilege to man by granting him the versatility of reading and writing as mentioned in the Qur'an surah Al-Qalam verse 1.<sup>4</sup> Because of this writing ability, the human glories of other beings become more real. According to Abdullah ibn Abbas, writing is the tongue of the hand (*listen al-yad*).<sup>5</sup> By writing, humans are distinguished from animals. Here, the writing of one level is superior to the speech-Fluently phrase. The reason is that the speaker can only be accessed and heard by an audience present in an event, while the information in writing allows it to be accessed by both present and distant people.

Writing is not easy because it takes study and practice to develop this skill. There are four processes in writing, such as planning, drafting, editing, and final version.<sup>6</sup> According to Brown, the process of writing requires an entirely different set of competencies. Written products are often the result of thinking, drafting, and revising procedures that require specialized skills, skills that not every speaker develops naturally.<sup>7</sup> It means that the pen is used to write, and the result of using a pen is writing. By writing the people will get some information. That is why a human being needs to learn how to write correctly.

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<sup>4</sup> Kashf al-Zhunun, *Al Zhunun Juz 4 Trans*, (Semarang: PT. Karya Toha Putra, 1986).

<sup>5</sup> Hamzah, *Sejarah Peradaban Islam*, (Jakarta: Erlangga, 2006), p.28.

<sup>6</sup> Harmer Jeremy, *How to Teach Writing*, (London: Longman, 2004), p.4-5

<sup>7</sup>H. Douglas Brown, *Teaching by principles: An Interactive Approach to Language Pedagogy*, 2<sup>nd</sup> Ed, (California: Longman, 2001),p.335.

Writing is a language skill that is not used directly, not face to face with others. Writing is a complex process. Many aspects should be considered in writing, not only the grammatical and theoretical devices but also the content and context. According to Harris, there are five general components of writing, they are content, form, grammar, style, and mechanics.<sup>8</sup> Therefore, many reasons suppose that the number of students with writing difficulties is even greater than the number experiencing difficulties in other skills. Meanwhile, not only did students often found difficulties in writing but teachers also got it. The teachers are also difficult to teach, which, more or less, affects the students' learning outcomes and has a long process.<sup>9</sup> It means that writing is a complex skill because the people who want to write they must use eyes, brain, and hand.

In doing preliminary research the writer got students writing scores in the eighth grade of SMP Islam El Syihab Bandar Lampung from the English teacher. From the preliminary research, the researcher found that the students who got more than or the same as the criteria of minimum mastery (KKM) in writing test were 28 student's and the percentage was 65.11 %, whereas those who got a score under the criteria of minimum mastery (KKM) were 15 or in percentage was 34.88 %. Then, the criterion of minimum mastery (KKM) in recount text is 72. It means that many students were unable to pass the KKM. In the other words, the students of the eighth grade of SMP Islam

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<sup>8</sup> David P. Harris, *Testing English as a Second Language*, (New York: McGraw-Hill Inc, 1969), p.68-69

<sup>9</sup> Nguyen Ho Hoang Thuy, *Teaching ELF Writing in Vietnam: Problem and Solutions A Discussion from Outlook of Applied Linguistics*, (VNU Journal of science Foreign Languages, 25,2009),p.61-66.

El Syihab Sukabumi Bandar Lampung still have difficulties in mastering writing, especially in writing recount text.

By interviewing the English teacher, it was found that students' writing ability in recount text was still low because the students have difficulty in making recount text and combining sentences.<sup>10</sup> It is because the students have less comprehension of grammar and vocabulary. Besides, the writer interviewed some students from the eighth grade, it was found that the students got difficulty expressing their ideas and they felt bored learning writing because there was only a little variation strategy in teaching writing in the classroom.<sup>11</sup> The students think that write a paragraph is the most difficult one and they got difficulties gathering ideas when they are going to write because they are still confused about how to organize their idea to be a good paragraph. Based on the explanation above, the writer believed that the teacher should find and try a suitable way of learning English, especially in writing.

To handle these problems, an English teacher should arrange a way to find an appropriate strategy or appropriate aid that can be used to help students increase their participation in the class. The teacher must make a different atmosphere in class to get a good result for the students during the learning process.

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<sup>10</sup> Ramanda Safari. *Interview with English Teacher*, SMP Islam El Syihab Sukabumi, Bandar Lampung 14<sup>th</sup> 2019, unpublished.

<sup>11</sup> Eighth Grade Students of SMP Islam El Syihab Sukabumi, Bandar Lampung, *An interviewed*.



There are some of the strategies in the class that can be used in writing class that as the Transition Action Details strategy. According to Peha, Transition-Action-Details(TAD) is a writing strategy used Transition-Action-Details(TAD) chart which consists of columns and rows that shows a sequence of events. Three columns must be filled by participants, such as the transitions column, actions column, and details column. And each column can be filled with several rows. After filled each row and column with sentences, the student can move the sentences that consisted of a transitional signal, the sequence of events, and some detailed actions into a new recount paragraph.<sup>12</sup> Because the students in this strategy have three steps and every step has a purpose in the writing process. The Transition-Action-Details strategy is a very helpful strategy to decrease students' difficulties in writing, especially in writing recount text.

The transition-Action-Detail strategy is effective to be implemented in teaching-learning writing. It has been revealed by the first previous research conducted by Hasni Wani about "The Influence of using Transition Action Details (TAD) towards Students' Procedure Text Writing Ability at the Second Semester of the Eleventh Grade of SMAN 1 Kota Agung in the Academic Year of 2015/2016." It was found that the teaching-learning process ran well. Students were active, enthusiastic, and interested in writing. The result of the research showed that the TAD strategy can improve

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<sup>12</sup> Steve Peha, *The Writing Teacher's Strategy Guide*, (New York: Teaching That Making Sense, Inc, 2003),p.37.

students' achievement in writing procedure text.<sup>13</sup> The different genres of the text. The subject of the research was the eleventh-grade students.

The second previous research was conducted by Ana Lestiana The Influence of Using TAD (Transition Action Detail) Strategy Towards Students Writing Ability in Descriptive Text at the Eighth Grade of SMPN 2 Jati Agung Lampung Selatan in the Academic Year of 2018/2019.<sup>14</sup> She said that TAD Strategy could give a significant influence on students writing ability in descriptive text.

Besides, another previous research by Mira Sutrianita the influence of using transition action detail strategy towards students' narrative text writing ability at the first semester of the eighth grade of smpn 1 ngambur pesisir Barat in the theBarademic year of 2016/2017.<sup>15</sup> She said using the TAD strategy is significant towards students' narrative text writing ability it can be proved from hypothetical tests. There are some differences between this research and Mira`s. In her research, she wants to know the influence of using TAD ( Transition-Action-Detail). And this research, the writer wanted to know the improving student's narrative text by using TAD.

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<sup>13</sup> Hasni Wani, *The Influence of using Transition-Action-Detail (TAD) Toward Students Procedure Text Writing Ability at the Second Semester of the Eleventh Grade of SMAN 1 Kota Agung in the Academic Year of 2015/2016*. ( Bandar Lampung: English Education, Tarbiyah Unpublished, and Teacher Training Studies Raden Intan Lampung, 2016).

<sup>14</sup> Ana Lestian. *The Influence of Using TAD (Transition Action Detail) Strategy Towards Students Writing Ability In Descriptive Text At The Eighth Grade of SMPN 2 Jati Agung Lampung Selatan In The Academic Year Of 2018/2019*. ( Bandar Selatan:2018

<sup>15</sup>Mira Sutrianita. *The Influence Of Using Transition Action Detail Strategy Towards Students Narrative Text Writing Ability At The First Semester Of The Eighth Grade Of SMPN 1 Ngambur Pesisir Barat In The Academic Year Of 2016/2017* (Bandar Lampung: 2016)

Based on the explanations of previous research above, it can be concluded that there are significant differences between previous research to this research. The differences are in these previous research that had been done by Hasni Wani, Ana Lestiana and Mira Sutrianita, they said that Transition-Action-Detail (TAD) Strategy could improve students' writing skill of procedure text, Transition-Action-Detail (TAD) Strategy could give significant influence towards students writing ability in descriptive text and Transition-Action-Detail (TAD) Strategy could improve students' writing skill of a narrative text. Meanwhile, in this research, the researcher will use Transition-Action-Detail (TAD) Strategy to improve students' writing skills, especially in students' recount text.

Based on the background above, the researcher used the Transition Action Details Strategy in teaching English, especially to improve the students' writing skills. Therefore, the researcher entitled this research: Improving Students in Recount Text by Using Transition-Action-Details Strategy of the Eighth Grade Students of SMP Islam El Syihab Academic Year of 2020/2021.

## **B. Identification of Problem**

Based on the background of the problem, the researcher identified the problem as follows:

1. The student's writing skill was still low.
2. The students' were difficult to organize the idea.



3. The teacher was lack of using various strategies in teaching writing skills. The classroom atmosphere did not mutually participate in the learning process.

### **C. Limitation of Problem**

This research is mainly focused on the efforts to improve students' learning process in terms of enthusiasm, practice, and participation in the writing learning process by using the Transition-Action-Details (TAD) to the eighth grade of SMP Islam El Syihab in the Academic year of 2020/2021.

### **D. Formulation of The Problem**

Based on the explanation of the English teaching and learning problems that have been mentioned in the identification of the problems and based on the focus of the study, the problem is formulated as follows:

1. To what extent does Transition-Action-Detail (TAD) Strategy improve writing skill recount text of the eighth-grade students of SMP Islam El Syihab in the academic year of 2020/2021?
2. How is the process of implementing teaching skills using the Transition-Action-Detail (TAD) Strategy to eighth-grade students of SMP Islam El Sihab in the academic year of 2020/2021?

### **E. The objective of the Research**

From the formulation of the problem, the objective of this study was:

1. To improve student skills in writing recount text of the eighth-grade students of SMP Islam El Syihab in the academic year of 2020/2021 by using Transition-Action-Detail (TAD) Strategy.
2. To know how the process of implementing teaching skills using the Transition-Action-Detail (TAD) Strategy to eighth-grade students of SMP Islam El Sihab in the academic year of 2020/2021.

### **F. Use of the research**

This research expects that there were some uses of the research as follows:

1. Theoretically,  
The result of the research can be employed as a useful reference for future experimental research with similar interests, especially Transition-Action-Detail (TAD) Strategy, writing ability, and recount text.
2. Practically,
  - a. For the students

It can help the students to know their strengths and weakness in writing and will encourage them to improve their writing competence. They are also known to what extent they can understand the use of the Transition-Action-Detail (TAD) Strategy in recount text. They can study to write hard to prove that they can write better.

b. For the teacher

By Transition-Action-Detail (TAD) Strategy, the teacher can use Transition-Action-Detail (TAD) Strategy in teaching writing recount text.

c. For other writers

The results of this study are expected to be one of the resources to get the larger knowledge and experience about how to teach English by using a Transition-Action-Detail (TAD) strategy, especially to teach the second-semester students of junior high school.

d. For the school

The result of this research is expected can motivate the school to improve the quality of learning English.

## **G. Scope of the research**

The scopes of this research are as follow:

1. The subject of the Research

The subjects of this research were the English teacher and the students in the first semester of the eighth grade at SMP Islam El Syihab in the academic year of 2020/2021.

2. The object of the Research

The object of the research used Transition-Action- Detail(TAD) Strategy to improving writing skills.

### 3. Time of Research

The research was conducted in the first semester of the eighth grade in the academic year of 2020/2021.

### 4. Place of Research

The research was conducted in SMP Islam El Syihab. It is located at Pulau Nias No 10 street. Sukabumi, Bandar Lampung.





## CHAPTER II

### REVIEW OF LITERATURE

#### A. Concept of Teaching and Learning English as a Foreign Language

Teaching English as a foreign language means that English is taught by people in which English is not their mother tongue or their native language. It is supported by Harmer, English as a foreign language is generally taken to apply to students who are studying general English at school and institutes in their own country or as transitory visitors in a target-language country.<sup>1</sup> According to the statement above, it means that English is an international language, but in Indonesia English as a foreign language not be used to communicate in daily activities. As we know in Indonesia, English is taught as a foreign language. As a foreign language, English is not used for daily communication. Setiyadi states that in Indonesia, English is learned at schools and people do not speak the language in society.<sup>2</sup> It means that in Indonesia, English is not used for communication in daily life.

Brown states teaching is showing or helping someone to learn how to do something providing knowledge and causing understand.<sup>3</sup> It means that when we instruct someone about something it is hoped that by teaching English as foreign language activities he/she will understand the subject that we taught. Furthermore, Harmer states that teaching means to give someone

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<sup>1</sup>Jeremy Harmer, *How to Teach Writing*, (London: Longman 2004),p.39.

<sup>2</sup>Ag. Bambang Setiyadi, *Teaching English as a Foreign Language*, (Yogyakarta: Graha Ilmu, 2006),p.22.

<sup>3</sup> H.Douglas Brown, *Principles of Language Learning and Teaching*, (New Jersey: Prentice-Hall, 1994),p.6

knowledge or to the instructor to train someone.<sup>4</sup> Thus, by teaching or being a teacher, someone transfers knowledge, guides, and coaches other people in the learning process.

According to the explanation above the researcher concludes that teaching English as a foreign language is teaching English in the school as a subject that used in many requirements such as to read literature, technical works, listen to music another, and teaching English as a foreign language is an action to give motivation to the students to improve their English skills, but it is not used for daily communication in Indonesia. The students who learn English as a foreign language will get opportunities to communicate in their school and orally with the speakers of other nationalities.

## **B. Writing**

### **1. Definition of Writing**

Another linguist, Hyland explains that writing is a way to share personal meaning.<sup>5</sup> It means that writing is the way to express feelings and thought to other people that have a meaning. Writing can help people to communicate. Therefore, when constructing their views (ideas), people have to make them understandable and acceptable.

Harmer states writing is a way to produce language and express ideas, feeling, and opinions. Furthermore, he states that writing is a process that what people write is often heavily influenced by the constraints of genres, and then these elements have to make it

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<sup>4</sup> Jeremy Harmer, *How to Teach English*, (London: Longman, 2002), p.56.

<sup>5</sup> Hyland, *Second Language Writing*, (New York: Cambridge University Press, 2004),p.09.

understandable and acceptable. According to Harmer, writing is a way to produce language and express the idea, feeling, and opinion. Furthermore, he states that writing is a process that what people write is often heavily influenced by the constraints of genres, and then these elements have to be presented in learning activities.<sup>6</sup> It means that writing is a way to produce language that comes from our thought. The idea, feeling, or opinion produce based on writer activity was done. It is also an activity, both physically and mentally which helps the writers put their thought into words in a meaningful form.

For communication to be successful, the people have to structure their discourse in such a way that it will be understood by the readers. This is why writing in particular has to be both coherent and cohesive.<sup>7</sup> It means that coherence is the connections of ideas and points that will be transferred and cohesive means grammatically used in written language. It describes the writer will show many things in the written language, such as the way of thinking, knowledge, and word to be arranged to sentences form that can be easy to understand by the reader so that both can make a communicate.

For all statements above, the researcher concludes that writing is one of the skills in English to transferred ideas, feeling, and thought of the writers' minds which are arranged in words, sentences, and paragraphs using eyes, hand, and brain, as information to the reader.

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<sup>6</sup> Jeremy Harmer, *How to Teach Writing*, (Longman: Pearson Education Limited, 2004),p.31.

<sup>7</sup> Jeremy Harmer, *The Practice of English Language Teaching* (3rdEd), (New York: Longman, 2001),p.246.

Writing is a form of the students' understanding of the lesson that they have learned. From writing, the teacher can assess their students' knowledge and interpretation of the lesson.

## **2. Characteristics of Written Language**

Brown points out several characteristics of written language which distinguish them from spoken language. The characteristics are as follows:

### **1. Permanence**

Spoken language is fleeting. Written language is permanent (or as permanent as paper and computer disk area), and therefore the reader has an opportunity to return again and again.

### **2. Production**

Time Most reading contexts allow readers to read at their rate. They are not forced into following the rate of delivery, as in spoken language.

### **3. Distance**

The written word allows messages to be sent across two dimensions: physical distance and temporal distance. The task of the reader is to interpret language that was written in some other place at some other time with only the written words themselves as contextual clues.



#### 4. Orthography

In spoken language, we have phonemes that correspond to writing graphemes. But we also have stress, rhythm, juncture, intonation, pauses, volume, voice quality, setting, and nonverbal cues, all of which enhance the message. In writing, we have graphemes punctuation, pictures, or chart lends a helping hand.

#### 5. Complexity

Writing and speech represent different modes of complexity, and the most significant difference is like clauses. Spoken language tends to have shorter clauses connected by more coordinate conjunctions, while writing has longer clauses and more subordination.

#### 6. Vocabulary

It is true that written English typically utilizes a greater variety of lexical items than spoken conversational English. Because writing allows the writer more processing time, because of a desire to be precise in writing, and simply because of the formal conventions of writing, the lower-frequency word often appears.

#### 7. Formality

Writing is quite frequently more formal than speech. Formality refers to prescribed forms that certain written messages must hold on to.<sup>8</sup>

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<sup>8</sup> Douglas Brown, *Op.Cit*,p.341-342.

### 3. Characteristics of the Writing Process

The process of writing is one of the productive skill needs Harmer stated that the writing process, process involves a series of stepped to follow in producing a finished piece of writing. There are four elements:

#### 1. Planning

Planning is the arrangement conducted to do something. The planning stage is important because at this stage lies the idea of the purposes of writing. This may involve making detailed notes.

#### 2. Drafting

Drafting is the process of putting all ideas and thoughts in pieces of paper that will be in very rough form. This stage needs editing for checking the text it is assumed as the first version of a piece of writing as a draft.

#### 3. Editing

The way to revise and improve the first draft is called editing. Editing is an essential part of preparing a piece of writing for the public or publication. The many drafts prepared that have been written to be edited or revised. Once writers have produced a draft, she or he then usually reads through what she or he has written, whether it is ambiguous or confusing. Richards and Willy stated that in editing, writers check grammar, spelling, punctuation, diction, sentence structure, and accuracy of

supportive textual material such as quotations, examples, and the like.<sup>9</sup>

#### 4. Final draft

The final draft is the end product of a piece of writing. Once the writer has edited their draft and has made the changes if any necessary to produce the final draft. This may look considerably different from both the original plan and the first draft because many things perhaps have been changed in the editing process.<sup>10</sup>

The teacher plays an important role in guiding students during the writing process. Teachers help students in developing their strategies in the writing process. It can be concluded that some techniques that are often used in process-oriented classrooms include brain-storming, planning, multiple drafting, peer collaboration, and portfolio assessment. Teachers are also responsible for giving responses to students writing in which language teaching often occurs explicitly.

#### 4. Process and Approaches in Teaching Writing

Based on Brown there are two approaches to teaching writing. Those two approaches are as followed:

##### 1. Product-oriented

In Brown the compositions of product-oriented approach were supposed to:

- a. Meet certain standards of prescribed English rhetorical style;

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<sup>9</sup> Jak C. Richards and Willy A Renandya, *Methodology in Language Teaching*, (New York: Cambridge University Press, 2002), p.318.

<sup>10</sup> Jeremy Harmer, *How to teach Writing*, (Harlow: Pearson education limited, 2004), p.4.

- b. Reflect accurate grammar;
- c. Be organized in conformity with what the audience would consider being conventional.

## 2. Process-oriented

In Brown adapted from Shih, process approaches do most of the following:

- a. Focus on the process of writing that leads to the final written product;
- b. Help student writers to understand their composing process;
- c. Help them to build repertoires of strategies for prewriting, drafting, and rewriting;
- d. Give students time to write and rewrite;
- e. Place central importance on the process of revision;
- f. Let students discover what they want to say as they write;
- g. Give students feedback throughout the composing process (not just on the final product) as they attempt to bring their expression closer and closer to intention;
- h. Encourage feedback from both the instructor and peers;
- i. Include individual conferences between teacher and student during the process of composition.<sup>11</sup>

Caroline states process approaches focus primarily on what writers do as they write rather than on textual features, but depending on the writer's immediate task, these approaches also consider text

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<sup>11</sup> H. Douglas Brown, *Op.Cit.*,p.335-336.



features.<sup>12</sup> It can be concluding that the teacher has to recognize the complexity of the process and also think a moment about what happens in the mind of their students as they create a written work.

## 5. Category to Measure in Writing Skill

Writing has some components that should be done by the researcher to get good writing. There are five components to measure writing test in the profile of writing are adopted by Jacobs in Laras:

### a. Content

The measure of the content of the written product is not easy to do. To make the teacher or evaluator simple to count it, he applies several descriptors; knowledgeable, substantive, thorough the development of the thesis, and relevant to the assigned topic.

### b. Organization

In an organization, six descriptions have to take in well-written text. They are fluent expression, ideas clearly stated/supported, succinct, well-organized, logical sequencing, and cohesive.

### c. Vocabulary

Good writers have to enrich their vocabularies for their writing quality. But it is not enough without choosing the correct vocabulary for the text. Jacob states vocabulary into four descriptors: sophisticated range, Effective word/ idiom choice and usage, word form mastery, and appropriate register.

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<sup>12</sup> Caroline Coffin et.al., *Teaching Academic Writing*, (New Fetter Lane: Routledge Taylor & Francis Group, 2005), p.33.

d. Language

Use as the vocabulary, in writing evaluation, language use consists of eight descriptors; effective complex constructions, agreement, tenses, number, words order/function, articles, pronouns, and preposition.

e. Mechanics

Mechanics are descriptions of the spelling, punctuation, capitalization, paragraphing, and handwriting in the written product. It is as basic of the evaluation in the profile of composition.<sup>13</sup>

Besides, Brown explains there are many categories of writing;

- a. Content that contains thesis statement; related ideas; development of ideas through personal experience, illustration, and facts opinion; use of description, cause/effect, comparison/contras; consistent focus.
- b. The organization that involves the effectiveness of Introduction; logical sequence of ideas; conclusion; appropriate length.
- c. The discourse contains topic sentences; paragraph unity; transitions; discourse markers; cohesion; rhetorical conventions; reference; fluency; economy; variation.

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<sup>13</sup> Laras Sekar Tanjung, *The Effect of Guided Writing Strategy Toward Students' Writing Skills at Senior High School 1 Ulakan Tapakis*, (S1 Thesis, Imam Bonjol University, Padang, 2017),p.30-31.

- d. The other categories are syntax, vocabulary, and mechanics (spelling, punctuation, citation of references, neatness, and appearance).<sup>14</sup>

From the theory above it can be concluded that, to make good writing students need to go through several steps such as prewriting, planning, writing, and revising drafts, and go to final writing. It takes time to compose a piece of writing. Writing is a gradual activity involving stages like setting goals, generating ideas, organizing information, selecting an appropriate language, making a draft, reading, and reviewing it, then revising and editing. Therefore, students require process, practice, and some steps to be able to write and become a good writer.

## **6. How to Measure Writing Skill**

The researcher needs help from one who is regarded to have enough capability in scoring data. It is done to avoid the subjectivity of scoring. The grade of writing skills is taken from the criteria of writing tests.

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<sup>14</sup> H. Douglas Brown, *Op.Cit.*,p.357.

**Table 2.1**  
**Scoring Guidance and the explanation of Criterion.**  
**Scoring Writing rubric adapted from C. Tribble**

Item analysis	Score	Criterion of scoring
Content	30-27 26-22 21-17 16-13	Excellent: knowledgeable-substantive etc. Good: some knowledge of a subject-adequate range Fair: limited knowledge of the subject-little substance. Very poor: does not show knowledge of subject-nonsubstantive.
Organization	20-18 17-14  13-10 9-7	Excellent: fluent expression-ideas clearly stated. Good: somewhat choppy-loosely organized but main ideas stand out. Fair: not fluent-ideas confused or disconnected. Very poor: does not communicate-no organization.
Vocabulary	20-18  17-14  13-10  7-7	Excellent: sophisticated range-effective word/idiom choice and usage Good: adequate range-occasional errors of word/idiom form, choice, usage, but meaning not obscured Fair: limited range-frequent errors of word/idiom form, choice, usage Very poor: essentially translation-little knowledge of English vocabulary, idioms, word form
Grammar/ language use	25-22  21-18  17-11  10-5	Excellent: effective complex construction, few errors of agreement, tense, etc. Good: effective but simple constructive in grammar Fair: a major problem is a simple/complex construction in the grammar Very poor: Virtually no mastery of sentence construction rules.
Mechanic	5  4  3  2	Excellent: demonstrates mastery of conventions Good: occasional errors of spelling, punctuation, capitalization, etc. Fair: frequent errors of spelling, punctuation, capitalization, etc. Very poor: No mastery of convections, dominated by errors of spelling, punctuation, capitalization, paragraphing, etc <sup>15</sup>
Total of score		100

<sup>15</sup> C. Tribble, *Writing*, (Oxford: Oxford University Press, 1996), p.130.



Based on the statement above, the researcher concludes that the measurement of writing is needed to know whether the students have good ability or skill in writing or not. Also, the researcher chooses the scale of writing work by Jacob *et al*, to assess the student's skill in writing which consists of content, organization, vocabulary, language, and mechanics.

### C. Approach, Method, and Technique

#### 1. Definition of an Approach

**An approach** is a set of correlative assumptions dealing with the nature of language teaching and learning. An approach is axiomatic. It describes the nature of the subject matter to be taught.<sup>16</sup> The approach is how to start learning, How to manage learning activities and attitudes of students so that students do the learning process actively and get the result optimally. People use the term approach to refer to theories about the nature of language and language learning which the sources of the way things are done in the classroom and which provide the reasons for doing them. For example, before a teacher will teach in the class, the first should approach students to know the situation of the class, condition, and characteristics of students. What is the nature of education? What is the role of the teacher, the student, the

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<sup>16</sup> Jack C. Richards and Theodore S. Rodgers, *The Nature of Approaches and Method in Language Teaching*, Cambridge University Press, Cambridge, 1987, p.35.

administration, the parents? After finding the answer, a teacher easily to know what the method is appropriate for teaching student.

## 2. Definition of Method

**The method** is an overall plan for the orderly presentation of language material, no part of which contradicts, and all of which is based upon the selected approach.<sup>17</sup> The method is the practical realization of an approach. The originators of a method have arrived at decisions about types of activities, roles of teacher and learners, the kinds of material which will be helpful, and some model of syllabus organization.<sup>18</sup> Many methods have been developed in teaching and learning English. The natural method, for example, was developed in imitation of the way children learn their first word. Other methods, such as the Total Physical Response method and the audio-lingual method are used to teach the English language with a focus on specific learning styles. The history of language teaching methods began with the grammar teaching of Latin and Greek, and then the method was improved with the introduction of translation in teaching the languages, which was popularly known as the Grammar Translation Method (GTM).<sup>19</sup>

The method is a way something is done. Perhaps used for routine tasks. For example, after the teacher does approach, the teacher decided that the method appropriate in teaching-learning vocabulary in elementary school is the Total Physical Response (TPR) method because

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<sup>17</sup>*Ibid.*

<sup>18</sup> Jeremy Harmer, *Op.Cit*, p.62.

<sup>19</sup> Bambang Setyadi, *Op.Cit*, p.6

the students will understand more new material by using a direct example or responses and this method did not make students felt bored. Method refers to how you apply your answers from the questions stated in Teaching Approaches to your day-to-day instruction in front of your students. "Do you follow the textbooks and curricula to the letter with everything?" This is not a question of "what works for you but what actual practices and procedures of teaching do you prefer and come most naturally to you?" The method is based on the teacher's passion and the teacher's ability in doing a method.

### 3. Definition of Technique

The **technique** is the implementation that takes place in a classroom. It is a particular trick, stratagem, or contrivance used to accomplish an immediate objective. Techniques must be consistent with a method, and therefore in harmony with an approach as well.<sup>20</sup> The technique is how the teacher in the teaching-learning process does. Learning techniques are determined based on the method used and the method is based on the approach used. From the statement above, we can conclude that approach is the level at which assumptions and beliefs about language and language learning are specified; the method is the level at which theory is put into practice and at which choices are made about the particular skills to be taught, the content to be taught, and the order in which the content will be presented; the technique is the level at which classroom procedures are described.

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<sup>20</sup>*Ibid.*

Teaching Techniques: These are the little sneaky tricks we all know and use to get the job done in the classroom. Teachers all over have systems of rewards/punishments for students who comply and exceed or defy and lag. If a classroom is becoming distracted a teacher may use the technique of silent reading or shared reading to try to rope them in again. Another may choose to use a quick physical activity to distract their distraction and get them all to do the same thing at the same time - then quickly direct them back to work.

From the explanation above, the researcher concludes that games are including in a technique in the teaching and learning process because in a game there is a procedure, trick, or stratagem in the teaching and learning process that can motivate the student.

#### **D. Transition-Action-Details Strategy**

##### **1. Concept of Transition-Action-Details Strategy**

Peha states Transition-Action-Detail (TAD) is a writing strategy used Transition-Action-Detail (TAD) chart which consists of columns and rows that shows a sequence of events.<sup>21</sup> Three columns must be filled by participants, such as transitions columns, actions column, and details column. And each column can be filed by several rows. After filled each row and column with sentences, the students can move the sentences that consisted of transitional signals, the sequence of events, and some detailed actions into a new recount text.

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<sup>21</sup> Peha, S, *Teaching that makes sense*, (Carboro:www.ttms.org, 2003),p.38.

Besides that, in Rlikeky's journal Treventionsion-Action-Details (TAD) Strat phrase describes something like a sequence of events. First, transitions are short phrases like "then" or "in the beginning" that help to introduce that things act in the sequence. Second, actions are occurred events (that this that happened) listed in the order in which they occurred. The laHuotaritail is conditional information about each action.<sup>22</sup> It means to sort an event from a transition sentence like then to help introduce the action then followed by the action of the event that occurred and ends with conditional information about each action.

The Transition-Action-Details Strategy is very useful. Opportunities to describe a sequence of events come up all the time. This strategy consists of three words, they are:

1. Transitions: These are short words or phrases, such as "Then" or "After a while" or "All of a sudden" that help to introduce each new action in the sequence. The students don't have to have a transition for each new action, but transitions can help their writing flow more smoothly from section to section. It means that transitions are short phrases to connect two or more actions or ideas.
2. Actions: These are the actual events, or things that happened, listed in the order in which they occurred.

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<sup>22</sup> M, Rizky Alamsyah Huotari, *The Effect of Using Transition-Action-Detail Strategy Toward Students' Writing Achievement A Study on Students at VIII<sup>th</sup> Class in Junior High School 31 Padang STKIP PGRI Sumatra Barat*, on-line, [https://download. Portalgaruda. org/article](https://download.portalgaruda.org/article). Accessed on January 12<sup>th</sup>, 2015, 9:15 pm



3. Details: This is additional information about each action. For each action, can be provided probably two or three important questions that each student needs to answer. These answers are the details.<sup>23</sup> It means that this strategy will help the students to identify the Transitions, Actions, and Details of recount text that will be used before they write a recount text.

Based on the explanation above, it can be concluded that Transition-Action- Details Transition-Action-Details (TAD) Strategy is one of the writing strategies that used the Transition-Action-Details chart to make students easy to order the sequence of events from the story by using transition and also develop the content of the story by adding some details for every action.

In making recount text by TAD strategy, we need a TAD chart. This is an example of the chart.

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<sup>23</sup> Lester, M. C & Peha, S. *Be a better writer*, (Bend: The Leverage Factory, Inc, 2006),p.62.

### Example of recount text in TAD chart

Transition	Action	Detail
Last summer	I went on vacation with my family to the ocean.	<ul style="list-style-type: none"> <li>We go almost every</li> <li>It's fun because there's a lot to do.</li> <li>I get to do a lot of exploring with my dog.</li> </ul>
On the third day,	I was walking with my dog along a cliff overlooking the beach below.	<ul style="list-style-type: none"> <li>We were about 75 feet up from the beach</li> <li>We were on a path with trees and brush and big piles of rocks by the edge.</li> </ul>
As we got up to the highest point on the cliff,	We saw a small animal scurry under some rocks.	<ul style="list-style-type: none"> <li>It startled me at first but then I realized that it was probably more afraid of us than we were of it.</li> <li>I just kept on walking.</li> </ul>
All of a sudden,	My dog ran after the animal and jumped over the rocks to try to get it.	<ul style="list-style-type: none"> <li>He likes to chase things.</li> <li>I was amazed at how fast he ran.</li> <li>He got close to the rocks but didn't stop. He just went right over.</li> </ul>
(no transition)	I ran after him, looked over the edge of the cliff, and found him clinging to some brush hanging by his paws.	<ul style="list-style-type: none"> <li>I was so scared.</li> <li>I thought he'd gone over the cliff and had fallen.</li> <li>He looked scared, too.</li> </ul>
At first, I didn't know what to do,	I tried to reach over the rocks to pull him up.	<ul style="list-style-type: none"> <li>I grabbed a piece of the branch and pulled him up with it.</li> <li>I just kept telling him to hold on and not move.</li> <li>I could tell that he was just as scared as I was.</li> </ul>

Source: Steve Peha, *the writing teacher's strategy guide*, New York TTMS, Inc.

Based on the example of the TAD chart, this strategy helps the students in writing recount text. There are three columns in this chart to be filled up by students. Every column has a different function. Thus, this strategy is to guide students in writing step by step. Furthermore, it can

make the students more effective and creative to express their idea in writing form.

## 2. The procedure of Transition-Action-Details (TAD) Strategy

Peha states there are six steps of applying the Transition-Action-Details (TAD) Strategy. These are also can be applied in teaching recount writing in the classroom. They are explained as follow;

### 1. Fill in the first 'Actions' box

To make the recount writing easier, students are guided to start with the first 'Action' box first. The first Action box is to be filled with the first action of the story or the preface of how the story began.

### 2. Fill in the last 'Action' box

After filling in the first action box, go straight to the last 'Actions' box. This is needed to be done, so students can see how the story ends. The first two steps are meant to help the students to see the wide-angle of their story before they go to specific details.

### 3. Fill in the middle of the sequence

The top and bottom action boxes are filled, and then it is time to fill the actions between the beginning and the end of the 'Action' box. It should easier because the first two steps helped the students to remind or create every event in between.

4. Read over from the top to bottom of the 'Actions' box

The 'Actions' boxes are already filled. Then read over the sequence of actions. Check whether the actions are already in correct chronological order.

5. Fill in the details (at least two per box)

Action is fulfilled and already put in correct chronological order.

Then, go to the 'Details' box. Fill in the 'Details' box with detailed or additional information about every action of the story. Put at least two details for every action to serve a better understanding.

6. Fill in the Transitions (Optional)

First of all, not every action needs a transition signal. Put the transition in the story naturally when it is needed to be attached. Do not use the same transitions over and over again, because it would be boring to the reader. In truth, the best writing uses no transitional phrases. Instead, students better use logic to move from one activity to the next.<sup>24</sup>

It can be concluded that Transition-Action-Detail (TAD) strategy is a writing strategy by using a TAD chart which consists of columns and rows that show a sequence of events. These three columns must be filled by students, such as the transition column, action column, and detail column. Then each column can be filled with several rows. After filled each row and column with sentences, the students can move the

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<sup>24</sup> Peha, S, *Op.Cit.*,p.38.

sentences that consisted of transitional signals, the sequence of events, and some detailed action into a new paragraph.

### 3. Advantages of Using Transition-Action-Details (TAD) Strategy

There are some advantages of using the Transition-Action-Detail (TAD) strategy, namely:

- a. Transition-Action-Details (TAD) strategy is easy to do and efficiently helps the students to clear their writing, step by step.
- b. Transition-Action-Details (TAD) strategy can engage the students' imagination to express their ideas in a written form easier.
- c. Transition-Action-Details (TAD) Strategy strategy can help the students to construct and build their ideas become a simple text
- d. This strategy can help the students to work together.<sup>25</sup>

Based on the explanation above, it can be said that the TAD strategy can help the students to engage students' ideas easier to construct recount text from their ideas step by step.

### 4. Disadvantages of Using Transition-Action-Details (TAD) Strategy

There are some disadvantages of using the Transition-Action-Detail (TAD) strategy, namely:

- a. TAD strategy only supports a simple text
- b. TAD strategy makes students spend most of their time doing the stages.<sup>26</sup>

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<sup>25</sup> *Ibid*,p.25.

<sup>26</sup> *Ibid*,p.26.



Based on the explanation above, this strategy only supports a simple text and needs a long time to do it. So to solve the problems the teacher should prepare the material based on the students' needs and use the time effectively and efficiently. Therefore, it can be seen that teaching recount text by using Transition-Acton-Detail (TAD) strategy has more advantages than disadvantages. That is why the writer believes that the TAD strategy can be used to teaching recount text because it is easy to do and efficiently helps the students to clear their activities step by step.

## **E. Text**

### **1. Definition of Text**

A text is a meaningful linguistic unit in a context. A text is both a spoken text and a written text. A spoken text is any meaning spoken text. It can be a word or a phrase or a sentence or a discourse. A written text is any meaningful written text.<sup>27</sup> It means that text was a particular paragraph that could be spoken or written text.

According to Haylan, he states that text has a structure, they are orderly grammatical of words, clauses, and sentences, and by following grammatical rules writers can encode a full semantic representation of their intended meanings.<sup>28</sup> Meanwhile, language is always produced,

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<sup>27</sup> Mark Anderson and Kathy Anderson, *Text Type in English*, (South Melbourne: Macmillan Education Australia, 1997), p.1

<sup>28</sup> Ken Hayland, *Teaching and Researching Writing*, (2<sup>nd</sup> Edition), (Edinburgh Gate: Pearson, 2009), p.8.

exchanged, or received as a text that is language as a system of communication is organized as cohesive units we call texts.<sup>29</sup> It means that text consists of grammatical words, clauses, and sentences that can be a system of communication.

The text structure was how to produce and interpret a unified and coherent text and how to select and use the correct grammatical aspects of a certain unified and coherent text.<sup>30</sup> According to Emilia that a text has texture and good characteristic<sup>31</sup>, as follows:

a. Coherence

Coherence refers to a group clause or sentences relate to the context. Coherence is divided into situational coherence and generic coherence. In situational coherencies, the reader can identify the text as one of the kind texts such as recount, procedure, narrative, exposition, discussion, and report and can identify the structure in the text.

b. Cohesion

Cohesion refers to how the writer relates each part of the text.

Based on that explanation, it can be inferred that text is both spoken and written text. It could be a word or phrase or sentence or discourse. A good text was a text that relates to the theme, used correct

<sup>29</sup> Peter Knapp and Megan Watkins, *Genre, Text, Grammar: Technologies for Teaching and Assessing Writing* (Sydney: University of New South Wales Press Ltd, 2005), p.29.

<sup>30</sup> Sanggam Siahaan and Kisno Shinoda, *Generic Text Structure*, (Yogyakarta: Graha Ilmu, 2008), p.3.

<sup>31</sup>Emi Emilia, *Pendekatan Genre-Based dalam Pengajaran Bahasa Inggris: Petunjuk untuk Guru*, (Bandung: Rizqi, 2011), p.8.

grammatical and generic structure appropriate with the text, and could be understood by the reader.

## 2. Genre Text

According to Siahaan and Shinoda text is a meaningful linguistic unit in a context.<sup>32</sup> Text is a human-readable sequence of characters and the words they form that can be encoded into computer-readable formats. Based on the generic structure and language features are dominantly used. According to Anderson and Anderson text types in English are divided into several types. They are poetic, dramatic, narrative, response, discussion, explanation, exposition, information report, procedure, recount. These variations are known as genres.<sup>33</sup>

- a. Spoof. Spoof text is a text to retell an event with a humorous twist.
- b. Recount. Recount text is a text to retell events to inform or entertain.
- c. Report. A reported text is a text to describe the way things are concerning a range of natural, man-made, and social phenomena in our environment.
- d. Analytical Exposition. Analytical exposition text is a text to persuade the reader or listener that something in the case.

<sup>32</sup> Sanggam Siahaan, Kisno Shinoda. *Generic Text Structure*, (Yogyakarta: Graha Ilmu 2008), p, 1

<sup>33</sup> Mark Anderson and Kathy Anderson, *Text Types in English 2*, (Australia: Macmillan,2003), p, 3

- e. News Item. News item text is a text to inform readers, listeners, or viewers about events of the day which are considered newsworthy or important.
- f. Anecdote. Anecdote text is a text to share with others an account of an unusual or amusing incident.
- g. Narrative. The narrative text is a text to amuse, entertain, and deal with the actual or vicarious experience in different ways.
- h. Procedure. Procedure text is a text to describe how something is accomplished through a sequence of actions or steps.
- i. Description. Description text is a text to describe a particular person, place, or thing.
- j. Hortatory Exposition. Hortatory exposition text is a text to persuade the reader or listener that something should or should not be the case.
- k. Explanation. Explanation text is a text to explain the processes involved in the formation or workings of natural or sociocultural phenomena.
- l. Discussion. A discussion text is a text to present ( at least ) two points of view about an issue.
- m. Reviews. Reviews text is a text to critique an artwork or event for a public audience.

### 3. Kinds of Writing Text

Students of Secondary School need to learn five kinds of writing texts. They are Narrative, Recount, Procedure, Descriptive, and Report Text. To understand each of the types of writing texts easily, the explanation is drawn up into a table as follows:

**Table 2**  
**Types of writing te<sup>34</sup>**

Text Type	Example of Text	Explanation
Narrative text	<p><b>1) Orientation</b> Once upon a time, there was a beautiful girl called Cinderella. She lived with her stepsister and stepmother. They were very bossy. She had to do all the Housework.</p> <p><b>2) Complication</b> One day an invitation to the ball came to the family. Her stepsister didn't let her go, so Cinderella was very sad. The stepsister went to the ball without her.</p> <p><b>3) Resolution</b> Fortunately, the fairy came and helped her to get to the ball. At the ball, Cinderella danced with the prince. Then the prince fell in love with her then he married her.</p> <p><b>4) Coda</b> They lived happily ever after.</p>	The narrative text is a text type that tells a story. Its purpose is to present a view of the world that entertains or informs the reader or listener.
Recount	<p><u>Earthquake</u></p> <p><b>1) Orientation</b> I was driving along the coast when the car suddenly lunched to one side.</p> <p><b>2) Sequence of Events</b> At first, I thought a tire had gone but then I saw telegraph poles collapsing like matchsticks. The rocks came tumbling across the road and I had to abandon the car.</p> <p><b>3) Reorientation</b></p>	<p>Recount text is a piece of text that retells past events, usually in the order in which they happened.</p> <p>The purpose is to give the audience a description of what occurred and when it occurred.</p>

<sup>34</sup>sts mark Anderson and Kathy Anderson, *Text Types in English 2*, (South Yarra: MacMillan education Australia PTY LTD, 2003), p. 3-5.



	When I got back to town, well, as I said, there wasn't much left.	
Procedure	<p style="text-align: center;"><u>How to Make Jelly</u></p> <p><b>1) Goal</b> Jelly can be very simple by following these directions.</p> <p><b>2) Materials</b> You will need one packet of jelly crystals, a 500 ml jug, 250 ml boiling water, 200 ml of cold water, a bowl.</p> <p><b>3) Steps</b> 1. Empty contents of a packet of jelly crystals into the jug. 2. Add boiling water. 3. Stir well until crystals dissolve. 4. Add the cold water and stir. 5. Pour mixture into a bowl. 6. Refrigerate until firm.</p>	<p>Procedure text is a piece of text that gives instructions for doing something.</p> <p>The purpose is to explain how something can be done.</p>
Descriptive	<p style="text-align: center;"><u>My Pet</u></p> <p><b>1) Identification</b> I have a pet. It is a dog and I call it Brownie.</p> <p><b>2) Description</b> Brownie is a Chinese breed. It is small, fluffy, and cute. It has got thick brown fur. When I cuddle it, the fur feels soft. Brownie doesn't like bones. Every day it eats soft food like steamed rice, fish, or bread. Every morning I give her milk and bread. When I am at school, Brownie plays with my cat. They get along well, and never fight maybe because Brownie does not like to bark a lot. It treats the other animals in our house gently, and it never eats shoes. Brownie is a sweet and friendly animal.</p>	<p>Descriptive text is a piece of text that describes living things or non-living things.</p> <p>Its purpose is to describe to the audience the characteristics of people, things, animals, or places.<sup>35</sup></p>
Report (Information Report)	<p><b>1) General Classification</b> For many years people believed that the cleverest animals after man were the chimpanzees. Now, however, there is proof that dolphins may be even cleverer than these big apes.</p> <p><b>2) Description</b> Although a dolphin lives in the sea, it is</p>	<p>An information report text is a piece of text that presents information about a subject. The text usually contains facts about the subject, description, and</p>

<sup>35</sup> Pradiyono, *Pasti Bisa! Teaching Genre-Based Writing: Metode Mengajar Writing Berbasis Genre Secara Efektif*, (Yogyakarta: C.V. Andi Offset., 2007), p. 33.

	<p>not a fish. It is a mammal. It is in many ways, like a human being. Dolphins have a simple language. They can talk to another. It may be possible for a man to learn how to talk to Dolphins. But this will not be easy because dolphins cannot hear the kind of sounds man can make. If a man wants to talk to dolphins, therefore, he will have to make a third language with both he and the dolphins can understand.</p>	<p>information on its parts, behavior qualities. Its purpose is to classify, describe, or present information about a subject.</p>
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#### 4. Definition of Recount Text

Based on School-Based Curriculum or *KTSP*, there are some kinds of text that Students of Junior High School need to learn, one of them is Recount Text. The researcher believes that recount text is the text which is so close to the students' life. The students do not need to think hard to find the ideas in creating the story, because they went through with the events, so they can write the story smoothly. According to Anderson and Anderson "Speaking or writing about past events is called recount."<sup>36</sup> They further explain that "A recount is a text that retells past events, usually in the order in which they occurred. Its purpose is to provide the audience with a description of what occurred and when it occurred."<sup>37</sup>

Furthermore according to Derewianka recount is a text that retells events or experiences in the past whose purpose is either to inform or to entertain the audience. A recount is a very similar Narrative, so the thing that differentiates both of them is the schematic structure of the body

<sup>36</sup> Mark Anderson and Kathy Anderson, *Op.cit.* p. 48

<sup>37</sup> *Ibid*, p. 24.

paragraph. There is no complication among the participants in the recount text instead in recount text explores the series of events that happened to the participants. However, it just focuses on the events themselves. The events will be told chronologically based on the time and place. While in the narrative the body paragraph is a complication in which the story has the climax of the problem and the story ended by solving the problem.<sup>38</sup> It can be summed up that recount text is a kind of text that retells events or experiences in the past chronologically based on the sequence of events. The purpose is to give the audience information or to entertain.

## 5. Kinds of Recount Text

Derewianka explains that there are five types of recount text, namely:

1. A personal recount is retelling an event that the researcher was personally involved in for example personal experience, personal letter, diary, entries, journal, anecdotes, and postcard. A personal recount is usually written in the first person (I and We) and often to entertain and to inform.
2. A factual recount is concerned with recalling events accurately. It can range from everyday tasks such as accidents, structured research, science, news recording, and police report. The emphasis is on using language that is precise, factual, and detailed so that the

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<sup>38</sup> Beverly Derewianka, *Exploring How Texts Work*, (Newtown: Primary English Teaching Association, 1990), p.14.

reader gains a complete picture of an event, experience, or achievement.

3. Imaginative or literary recounts entertain the reader by recreating the events of an imaginary world as though they are real such as fiction.
4. A procedural recount records the steps taken in completing a task or procedure. Example: include a flow chart of the actions required for making bread and the steps to solve a mathematical problem.
5. A biographical recount tells the story of a person's life using a third-person narrator (He, She, and They). In this case, of autobiography, first-person narration (I, We) is used.<sup>39</sup>

Therefore, the researcher intends to restrict those types to be used in this research to ease the research later on. That is a personal recount. The consideration why the researcher takes that type to be used in this research is to know students' ability in writing.

- a. The Schematic Structure of Recount Text. A recount has a schematic structure defined by Derewianka in Emi Emilia:<sup>40</sup>

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<sup>39</sup> *Ibid*, p.14.

<sup>40</sup> Derewianka in Emi Emilia, *Developing Critical Learners*, (Bandung: Rizqi Press, 2010), p.87.

**Table 3**  
**The Schematic Structure of a Recount Text**

Schematic Structure	Functions
Orientation	Orients the readers to the events that follow which introduces character(s) in a setting of time or place (or sometimes both) (Some recounts, introduced to Indonesia students, like those written by the students in this study, has an <i>Opening Salutation</i> ( <i>Hi, My name is Karina</i> ))
Record of Events	Give a sequence of events
Reorientation (and sometimes comments)	Returns the reader to the point of departure (and sometimes the researcher also gives comments on the whole sequence of events described). Rounds off the text, normally returning to the protagonists to the point when they came.

b. The Language Features of Recount Text. The language features of recount texts are:

1. Use of specific participant: *a younger brother, sister, mother, or the researcher him/herself: I, my brother, my mother.*
2. Use of the past tense: (*Last school holiday I decided to spend my vacation*)
3. Use of temporal and additive conjunction to connect the messages of clauses and help make the text cohesive: *After, when, then, before, during*, or conjunction such as "*first, next, then*";
4. Personal comments (except for factual recount) (The holiday was cool ...: *I was happy because I had a great vacation in Italy*).<sup>41</sup>

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<sup>41</sup> *Ibid.*, p.87



c. The Example of Recount Text

Below is the example of recount text according to Emi Emilia.<sup>42</sup>

Organization	Text
Title	My Holiday
Orientation	Last holiday, I went to Bali with my family. I went to Bali by bus. We started the journey from Bandung to Bali at 08.00 o'clock.
Event	<p>In Bali, we stayed at my aunt's bungalow. The bungalow is near the pura. Then, we took a recess because we felt so tired. On the second day, we went to "Tanah Lot". In Tanah Lot, I touched a snake. At first, I thought the snake was dangerous, but it was not.</p> <p>The next day, I continued my tour. My family and I went to Sanur Beach. In there we played a canoe. I liked the moment because playing canoe is very interesting. I also swam in there. After that, my family and I visited the museum which is near the beach. The name of the museum is "Laumeyer Museum". I've got a lot of knowledge there.</p> <p>The next day, my family and I went to Kuta Beach. On the journey to Kuta Beach, I saw the first Bali bomb memorial in Kuta Beach. My family and I swam and played sands. We also took a lot of pictures there, and we also saw a sunset moment. It looked so beautiful.</p> <p>On the last day in Bali, before we came back to Bandung, we went to Sukowati traditional market. There we bought a lot of souvenirs. The price in Sukowati traditional market was so cheap., and if the price was too high we could bargain.</p>
Re-orientation	After we bought some souvenirs, we came back to Bandung by airplane.

F. Teacher's and Students' Problem in Writing Text

As we know that the writing process is a complicated skill because the writing process needs cognitive abilities in recognizing some segments of languages to produce qualified writing. According to Harmer, there are two

<sup>42</sup> *Op.Cit.* EMI Emilia. p.77

approaches to teaching writing. They are focusing on the product of the writing process and focusing on the writing process itself. He also states that focusing on the writing process leads those who advocate a process approach in writing. However, teachers have to pay attention to the various stages of any piece of the writing process.<sup>43</sup>

Harmer also states that teaching writing is more than just dealing with the feature, it is about helping students to communicate a real message in appropriate manner. It means that the teacher should know to make students easy to understand writing well.<sup>44</sup>

Meanwhile, in teaching writing the teacher should be creative and manage the classroom with interesting techniques. Brown States that teaching is showing or helping the student to learn how to do something, giving instructions in the study of something, providing with language, and causing them to know or understand.<sup>45</sup> It means that teachers have to make the students feel comfortable and interest in the study of the subject by using a creative technique so the students' will focus on the learning process.

From the explanation above, the researcher found out the teacher's problems are caused by some factor by Harmer, there are:

The teacher's problems are caused by some factor, such as:

- a) Teaching and learning process of teachers' central learning.
- b) The teacher only instructs to resume the material on the whiteboard.

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<sup>43</sup> Jeremy Harmer, *How To Teach English*, (Edinburgh: Pearson Education Limited 2001),p.25.

<sup>44</sup> Jeremy Harmer, *The Practice of English Language Teaching Third Edition*, (New York: Longman, 1998),p.34.

<sup>45</sup> H. Douglas Brown, *Teaching Principle of Language and Teaching*, (San Fransisco: Practice Hall Regents, 1994),p.7.

- c) The teacher only speaks all the time.
- d) The teacher does not know how to teach writing using appropriate techniques.<sup>46</sup>

The student's problems are caused by some factor, such as:

- a) The student does not explore their knowledge, because they just hearing the teacher explain.
- b) The students just resume the material.
- c) The student cannot find out their ideas by themselves.
- d) The student still lacks vocabulary which makes it difficult to compose any writing text.
- e) The students have a lack of interest in English.<sup>47</sup>

#### **G. Teaching Writing Recount Text by using TAD**

Transition Action Details strategy has some advantages in the writing process. There are some advantages to the Transition-Action-Details strategy in teaching writing. According to Peha, The Transition-Action-Details strategy is very useful. This strategy will help students learn to be specific. Transition-Action-Details (TAD) uses a chart to help students brainstorm their ideas. It means in TAD, the teacher shall provide a helpful tool or scaffolding.<sup>48</sup> This strategy is suitable for teaching recount text because it helps students to explore and organize their ideas into a written form. It helps

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<sup>46</sup> Harmer, *How to Teach Writing*, (Essex: Longman Pearson Education Limited, 2004). p. 34.

<sup>47</sup> *Ibid*, p. 35.

<sup>48</sup> Peha, Steve. *The Writing Teacher's Strategy Guide. Teaching Make the Sense*. (Maine: Stenhouse Publisher, 2003) P.38.

students to write a recount text well because the recount text is telling a sequence of events. This strategy is suitable for the level of students with different intelligence. Based on the situation, the teachers wish to be more creative in choosing and applying the teaching strategy so that the learning goal will be achieved. One solution is the use of the Transition-Action-Details (TAD) strategy. This is clear enough to be the reason for constructing the concept of the lesson plan as a procedure of teaching writing recount text by using the Transitions-Action-Details (TAD) Strategy:

a. Exploration

Building Knowledge of the Field (BKOF)

1. The teacher involves the students to be active in the learning process
2. Encourage the students by introducing what the text is about
3. Students respond to the teachers' question based on their experiences

b. Elaboration

Modeling of the Text (MOT)

1. The teacher asks the student what they know about recount text
2. The teacher gives a recount text about the last experience
3. The teacher asks the students to identify the characteristic of recount text.

### Join Construction of the Text (JCOT)

1. The teacher explains how to use the TAD chart, and change it into a paragraph
2. The teacher divides students into the group and asks them to do the questioning and answering about their last experience to fill in the TAD chart
3. The teacher prepares a TAD chart and asks students to write down some information in the TAD chart
4. Students fill in the first “action” box
5. Writing down in the last “action” box.
6. Writing down in the middle of the sequence.
7. Reading over from the top to bottom of the “action” box
8. Writing down in “Details”, (at least two per box).
9. Writing down in the transition (optional) box
10. After the TAD chart has been fulfilled<sup>49</sup>, the teacher asks the students to change it into paragraph form (recount text)

### Independent Construction of the Text (ICOT)

1. Students work independently to make a recount Text
2. Students check the draft over content, organization, vocabulary, language use, and mechanic
3. Students edit the task (checking and correcting the mistakes)

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<sup>49</sup> Peha, S, *Loc. Cit.*,p.38.

c. Confirmation

1. The teacher asks the students to change their task, and correct for other own
2. The teacher asks the students to revise their task, and the teacher gives responses to the entries made by students
3. The students complete the writing<sup>50</sup>



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<sup>50</sup> *Ibid.*, pp. 35-37



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